

**Portland State University
Graduate School of Education
Department of Curriculum and Instruction
Winter 2013**

Course Title: **TOP: Leadership Seminar**
 Course Number: CI 610-001 (CRN# 40870)
 Class Meetings: Fridays 5:00-9:00pm & Saturdays 9:00am-3:30pm in ED 202
 Dates: Jan. 18 & 19; Feb. 1 & 2; Feb. 15 & 16; Mar. 8 & 9

Instructors:	Micki M. Caskey, Ph.D.	Dannelle D. Stevens, Ph.D.
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Disability Access Information

If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Course Description

This is the first course in a three-term sequence for students in the doctoral program with a specialization in Curriculum and Instruction. This seminar focuses on helping students identify ways that they can critically approach curriculum and instruction to shape practice as educational leaders for the 21st century. It also aims for students to learn and practice the key elements of scholarly writing, to deepen their knowledge and commitment to social justice, to improve their ability to read and analyze research critically, to communicate clearly in both oral presentation and writing as they expand their identities as scholars.

Conceptual Framework

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
 <p>Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	 <p>Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	 <p>Impact on learning and development—Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	 <p>Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Required texts:

1. Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Upper Saddle River, NJ: Pearson.
2. Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success* (2nd ed.). Thousand Oaks, CA: Corwin.
3. Taylor, E., Gillborn, D., & Ladson-Billings, G. (Eds.). (2009). *Foundations of critical race theory in education*. New York, NY: Routledge.

Supplemental resources:

4. **Wiki:** <http://cidocstudents2012.wikispaces.com/home>
5. **A journal** for recording your understandings, questions, and reflections.
6. **Other resources** such as academic journals are required to complete course assignments.
7. **Reference:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

GSE Membership in the *Carnegie Project on the Professional Doctorate (CPED)***Purpose of the Professional Doctorate**

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.”

Scholarly Practitioner

Professional doctorates prepare Scholarly Practitioners. “Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.”

Program Principles (CPED Working Principles)

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

Essential Questions for *CI Leadership Seminar*

1. What practical wisdom and skills do scholarly practitioners use to name, frame, and address problems of practice?
2. What vision do scholarly practitioners have for themselves as educational leaders in the future?
3. How do scholarly practitioners use practical research and applied theories as tools for change to examine issues of equity and social justice?

Course Objectives by Specialization Themes

1. Research and Communication

- Describe an educational problem and defend its relevance and importance.
- Know how to analyze, summarize, and critically evaluate a research article.

2. Agency and Identity

- Reflect on and write about the personal and professional dimensions of being a researcher.
- Write a research proposal for approval by HSRRC.
- Write and speak skillfully for a variety of purposes and audiences.

3. Curriculum and Instruction

- Link core content (i.e., Principles and Practices of Learning) to issues in curriculum, instruction, and assessment.

4. Social Justice

- Describe the underlying issues around diversity equity, and social justice in curriculum and instruction.

5. Leadership (addressed in the Doctoral Studies Prosem)

Course Objectives, Standards, and Assessments

Course Assignments

Course Objectives <i>Students will:</i>	Conceptual Framework	Assessments
Research and Communication		
Describe an educational problem and defend its relevance and importance.	2.1, 2.2, 4.1	Core Paper: Intro section
Know how to analyze, summarize, and critically evaluate a research article.	2.1, 2.2, 4.1	Observation of class discussion
Agency and Identity		
Reflect on and write about the personal and professional dimensions of being a researcher.	2.1, 2.2	Journal entries
Write a research proposal for Institutional Review Board (IRB) approval	2.1, 2.2	Research proposal for IRB
Write and speak skillfully for a variety of purposes and audiences.	2.1, 2.2, 3.3	Presentation of mini-research proposal
Social Justice		
Describe the underlying issues around diversity, equity, and social justice in curriculum and instruction.	2.1, 2.2, 3.3	Journal entries Observation of class discussion
Curriculum and Instruction		
Link core content (i.e., Principles and Practices of Learning) to issues in curriculum, instruction, and assessment.	2.2	Core paper: Learning theory section Observation of class discussion

1. Research and Communication

[40 %]

You will “chase your passion” by identifying a focus area—a problem or issue of your choice. To this end, you will: (a) use the tools of research (e.g., professional journal, library databases), (b) read research critically, and (c) develop core paper sections: introduction and learning theories. In the introduction, you will describe the educational problem or issue. In the learning theory section, you will examine your focus area in light of two to three learning theories.

Expectations:

- Critically read text and other readings
- Read widely (e.g., research articles, theoretical work) on your focus area
- Keep a professional journal to record information, thoughts, questions, and reflections
- Identify key researchers and thinkers in your focus area
- Write an introduction to your core paper (including definitions of key terms and reference list)
- Write a learning theories section of your core paper (including reference list)
- Share your focus area and ideas in during classroom discussion and informal presentation of focus statement

2. Agency and Identity

[20 %]

You will “act on your passion” by participating in a community of practice. To this end, you will develop your professional identity through scholarly experiences such as (a) journal writing and (b) designing a mini-research proposal about your focus area.

Expectations:

- Keep a professional journal to record information, thoughts, questions, and reflections
- Develop and share mini-research proposal about your focus area
- Draft a research proposal for Institutional Research Board (IRB) approval
- Write a reflection on at least one of your professional experiences (see list below). Describe how the experience affected your professional identity and how it has or has not influenced your community of practice. Be prepared to share the experiences with the class. You will need to have four of these items completed by the end of spring term, June 14.

Potential activities for extending your professional identity.

- a. Attend a research conference.
- b. Attend a local, state or national professional conference.
- c. Present at a local, state or national conference.
- d. Write a book review and submit it.
- e. Write a commentary for publication.
- f. Submit teaching tips to a practitioner journal.
- g. Interview a researcher in your focus area.
- h. Join an editorial board for a peer-reviewed journal.
- i. Assist a faculty member in reviewing journal articles.
- j. Volunteer for a leadership position in a professional organization or Special Interest Group (SIG).
- k. Create or edit a blog about your focus area.
- l. Guest lecture or teach in a university classroom.
- m. Create your own assignment that will help you on your professional journey.

3. Social Justice**[20 %]**

You will examine Critical Research Theory (CRT) in education. You will use a CRT lens to describe the issues around diversity, equity, and social justice in curriculum and instruction. To this end, you will engage in activities such as: (a) critically reading assigned chapters and articles, (b) journal writing, and (b) collegial discourse regarding CRT.

Expectations:

- Read assigned chapters and articles
- Keep a professional journal to record issues, thoughts, questions, and reflections
- Analyze mini-research proposal's potential to influence social justice issues in your community of practice

4. Curriculum and Instruction**[20 %]**

As noted in the Research and Communication section, you will examine your focus area in light of two to three learning theories. To this end, you will consider learning theories that are pertinent to your focus area.

Expectations:

- Critically review content from Principles and Practices in Learning course
- Share your understanding of learning theories through classroom discussion and journal entries
- Write a learning theories section of your core paper (including reference list)

Summary of Course Expectations and Evaluation

Assignments	Grading Scale	
1. Research and Communication activities [40 %]	94–100 %	A
a. Reading widely and critically	90–93 %	A-
b. Observation of classroom discussion	87–89 %	B+
c. Journal keeping	83–86 %	B
d. Core Paper: Intro & Learning Theories sections	80–82 %	B-
e. Informal presentation of focus area	71–74 %	C+
2. Agency and Identity [20%]	67–70 %	C
a. Journal keeping	63–66 %	C-
b. Observation of classroom discussion	60–63 %	D
c. Mini-research proposal including IRB application	> 60 %	F
d. Presentation of mini-proposal		
3. Social Justice [20%]		
a. Journal keeping		
b. Observation of classroom discussion		
4. Curriculum and Instruction [20%]		
a. Review principles and practices of learning		
b. Observation of classroom discussion		
c. Journal keeping		
d. Core Paper: Learning Theories section		

Overall Evaluation Criteria

- Application of key concepts as evidenced by the individual and group assignments.
- Written work is organized and conforms to APA style. Please note that written assignments may be revised and resubmitted.

Proposed Schedule

	Date	Topics/Activities	Assignments
	<i>The following assignments need to be completed prior to our first class meeting.</i>		
		Draft of Focus Statement	DUE: Jan. 11 Submit: Draft of Focus Statement by 11:59 PM to D2L
		Background Reading	DUE: Jan. 18 Read: <ul style="list-style-type: none"> Ch. 3. <i>Understanding Research</i> text Intro & Step 1 in <i>The Literature Review</i>
1	Friday January 18, 2013 5:00pm-9:00pm	<u>Research & Communication:</u> <ul style="list-style-type: none"> Academic writing <u>Agency & Identity:</u> <ul style="list-style-type: none"> Course Overview: Syllabus Core paper and proposal-overview Writing a good research question Connecting research question, purpose and your topic 	
2	Saturday January 19, 2013 9:00am-3:30pm	<u>Research & Communication:</u> Developing an IRB Proposal <ul style="list-style-type: none"> Review of ethics in research Examining a completed IRB proposal Work in pairs writing an IRB proposal for your mini research project <i>Understanding research. Chapter 3</i> <ul style="list-style-type: none"> Discussion & application to your research article <u>Academic Writing:</u> “Introduction” section in core paper <ul style="list-style-type: none"> Share program rubric “Learning” section in core paper <ul style="list-style-type: none"> Share program rubric Do TSA of model core paper on learning section. <u>Agency & Identity:</u> <ul style="list-style-type: none"> Review options in syllabus. 	DUE: Feb. 1 Complete: <ul style="list-style-type: none"> Draft of IRB Proposal Read: <ul style="list-style-type: none"> Ch. 4. <i>Understanding Research</i> text

3	Friday February 1 5:00pm-9:00pm	<p><u>Research & Communication:</u></p> <ul style="list-style-type: none"> • <i>Understanding research</i>, Ch. 4 • Check in on research question, purpose <p><u>Social Justice</u></p> <ul style="list-style-type: none"> • Discussion: Application of critical race theory to problem statement 	<p>DUE: Feb. 2</p> <p>Read:</p> <ul style="list-style-type: none"> • Ch. 3. <i>The Literature Review</i> text • Ch. 1. <i>Critical Race Theory</i> text <p>Complete:</p> <ul style="list-style-type: none"> • Final IRB proposal
4	Saturday February 2 9:00am-3:30pm	<p><u>Research & Communication:</u></p> <ul style="list-style-type: none"> • Development of research project methods • Completion of IRB proposal, ready for submission <p><u>Academic writing:</u></p> <ul style="list-style-type: none"> • Identify 2-3 learning theories for core paper learning section <p><u>Curriculum & Instruction:</u></p> <ul style="list-style-type: none"> • Identify implications for curriculum in your mini-research proposal <p><u>Agency & Identity:</u></p> <ul style="list-style-type: none"> • Discuss projects completed 	<p>DUE: Feb. 15</p> <p>Read: Ch. 4. <i>Understanding Research</i> text</p>
5	Friday Feb. 15 5:00pm-9:00pm	<p><u>Doctoral Program:</u></p> <ul style="list-style-type: none"> • Bring in Doctoral Program Plan of Study <p><u>Research & Communication:</u></p> <ul style="list-style-type: none"> • Discuss key points in Ch. 4 	
6	Saturday Feb. 16 9:00am-3:30pm	<p><u>Academic writing:</u></p> <ul style="list-style-type: none"> • Create meaningful subheads in core introduction and learning paper. • Cull and organize the literature to support your argument • Check in again on the templates for an academic argument. <p><u>Social Justice:</u></p> <ul style="list-style-type: none"> • <u>Guest Speaker:</u> <p><u>Agency & Identity:</u></p> <ul style="list-style-type: none"> • Guest speaker: CI Faculty researcher 	<p>DUE: March 8</p> <p>Read:</p> <ul style="list-style-type: none"> • Ch. 5. <i>Understanding Research</i> text

7	Friday March 8 5:00pm-7:00pm	<u>Doc. Program:</u> <ul style="list-style-type: none"> Finalize Plan of Study <u>Research & Communication:</u> <ul style="list-style-type: none"> Apply key points in Ch. 5 to your research project 	DUE: March 9 Read: <ul style="list-style-type: none"> Ch. 3. <i>Critical Race Theory</i> text
8	Saturday March 9 9:00 am-3:30 pm	<u>Social Justice:</u> <ul style="list-style-type: none"> Apply theories from CRT to your research project <u>Research & Communication:</u> <ul style="list-style-type: none"> Presentation of mini-research project proposal. <u>Academic writing:</u> <ul style="list-style-type: none"> Peer review of draft of core paper introduction and learning section using rubric. <u>Agency & Identity:</u> <ul style="list-style-type: none"> Guest speaker: Write a reflection on one of your professional experiences 	

Conference Information

Date	Conference	Weblink
Wed. Feb. 20 st – Fri. Feb. 22 nd	International Globalization, Diversity and Education Conference <i>Visualizing global problems and possibilities: Imagining pedagogies of transformation</i> Heathman Lodge, Vancouver, WA Student Reg: \$70 (before Jan 31 st)	http://education.wsu.edu/globalization
Fri. Feb. 22 nd	Oregon Association of Teacher Educators (ORATE) Conference <i>Learning and Teaching in a Culturally Diverse World</i> Kennedy School, Portland, OR Student Reg: \$30 (before Feb. 1 st)	http://www.orate.org/
Sat. Apr. 27 th – Wed. May 1 st	American Educational Research Association Annual Meeting <i>Education and Poverty: Theory, Research, Policy and Praxis</i> San Francisco, CA AERA Student Member Reg: \$80 (before Mar. 15 th)	http://www.aera.net/tabid/10208/Default.aspx

Bibliography

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- Fink, A. (2010). *Conducting research literature reviews: From Internet to paper* (3rd ed.). Thousand Oaks, CA: Sage.
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- Kincheloe, J. L. (2003). *Teachers as researchers: Qualitative inquiry as a path to empowerment*. (2nd ed.). New York, NY: RoutledgeFalmer.
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- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
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Websites

- Dick, B. (n.d.) *Action research resources*. Available at <http://www.scu.edu.au/schools/gcm/ar/arhome.html>
- Russell, T. (2003). *Action research at Queen's University*. Available at <http://resources.educ.queensu.ca/ar/index.html>
- Whitehead, A. J. (n.d.). *ActionResearch.net*. Available at <http://www.actionresearch.net/>

WIKI

- CI Doctoral Students Program Wiki. Available at <http://cidocstudents2012.wikispaces.com/>

Policies

Late assignments	Late assignments will not be accepted unless prior permission has been granted. Late assignments can be submitted to instructors' mailbox, by email, or directly to the instructors.
Attendance & tardiness	Students are expected to attend the class sessions. If there is an exceptional reason for absence, the student should contact the instructors. This communication can be in person, by email, or by telephone.
Classroom demeanor & courtesy	Because students may not share the same opinions on different topics in this class, it is important to honor the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.
Incompletes	PSU has an explicit policy on Incompletes. Instructors are not obligated to assign an Incomplete (I) grade and that four criteria must be met to assign an Incomplete. See http://www.pdx.edu/ogs/incomplete-grades
Academic integrity	<p>PSU Student Conduct Code # 577-031-0136: Proscribed Conduct by Portland State University. The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <p>(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p>
Returning student work	Due to FERPA guidelines, student work must be returned directly to students. In this course, instructors will return student work either in class or by email.